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THE DECEMBER COVER

Drawing of the new classroom building now under construction on the campus of Indiana State Teachers College. The new building is located north of the new Administration and Health Center building pictured on the November cover.

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In That Great Age

One day we who are active now will have grown full of years and will enjoy nothing so much as talking of old times in our profession. Then we will look back to these days and refer to them as "that great age." For education in America, we will say, those days were as stirring as those of his youth that Wordsworth referred to in his famous:

"To be alive in that great age was bliss
To be young were very Heaven."

So absorbed are we in the individual steps by which education in Indiana and in the nation is hurrying forward that we miss the magnitude of the changes and the historical significance of the several movements.

We came out of World War II running instead of walking. We found our schools desperately in need of teachers on all levels and salaries so low that even the most devoted of teachers were deserting their profession. We had the public ear. The columnists and radio commentators who can usually scent a popular cause a long way off pounced on the plight of the children. People listened and were sorry for the children—and the teachers.

Things began to happen. Salaries leaped upward, better students were

drawn into teaching courses, and old inequalities in salaries were being erased. Circumstance was forcing into practice principles that educational thinkers had advocated for a long time. The G. I. Bill was filling colleges with serious-minded young veterans and people everywhere were

the old time academic debate over township consolidation has suddenly become a statewide, momentous drive for countywide units. At a moment when more money than ever before is pouring into public education the moves toward more economic use of the money through fostering larger ad-

ministrative units and eliminating duplication are coming with almost bewildering rapidity.

On all educational fronts the same enthusiasms are moulding a new face and a new soul for public education. The Supreme Court has ruled that negroes must have as good schooling as whites. A bill ready for Congress and supported by both parties

would provide scholarships up to \$1000 a year for qualifying students, good for any college in the country. Standards of certification for teachers, retirement allowances, salary schedules, working conditions—all are going through the crucibles of state legislatures and coming out so changed as to give America a profession that has honor, dignity, and security from want.

We were never so proud to be teachers. The people have realized how much they need us. One day we will know the history we are making.

The Teachers College Journal seeks to present competent discussions of professional problems in education, and toward this end restricts its contributing personnel to those of training and experience in the field. The Journal does not engage in re-publication practice, in the belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are welcomed, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the Journal to points of view so expressed. At all times, the Journal reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

beginning to realize that every young man and woman capable of being educated should have a chance for higher education.

Innovations and reforms, more wished than expected in the patient years before the War, were rushing to realization. Federal aid to education to bring about more equal opportunity in all states and communities is expected to be a reality within a few months. To accompany the movement on the state level is the drive for consolidation of small school units into larger ones. In Indiana, for example,

J. E. GRINNELL
Editor

Teaching of Shorthand and Typing in the High School

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A FOUNDATION FOR EDUCATION

Of all the kinds of life on the earth, man is the most important. Man controls or attempts to regulate all the other forms of life. For many reasons, such as race, color, and creed, people differ widely among themselves. These differences have led to conflicts. It seems as though



all of man's wants and desires have brought conflict. Only in comparatively recent years has man had the forethought to realize that it might be within the realm of possibility to get along without so much conflict. Conflicts are of two kinds: those with a lethal basis and those of a friendly nature, such as friendly competition.

The attribute of dignity is an indication that human beings constitute the apex of civilization; it follows that they should command a degree of dignity or respect. The horse upon breaking its leg is shot, but the human being in a similar situation is given the best of care until the leg mends. Anything that adds to the dignity of man is a desirable philosophy; anything that subtracts or takes away is undesirable.

Few, if any, of the other kinds of life on the earth possess the ability to learn in the same way that human beings do. The normal person never

ceases to learn. With the possible exception of "a few members of Congress," life is a process of continuous growth. Education is an attempt to make life more understandable.

In order to make sure that every child receives an education, the school compels the parents to share the control of their children for a designated portion of each day. This opens a way to a kind of experience which would not be accessible to the young if they were left to pick up their training in informal association with others. Fine buildings of themselves, however, do not make a good school; a school is only as good as its teachers.

Another indication of the manner in which our schools operate is shown by the fact that a boy growing up in a coal-mining community does not necessarily need to become a coal-miner. By process of differentiation, it is in part the responsibility of the school, through guidance, to help fit the student to the job.

Another function of the school is to teach young people to recognize the major conflicts of life and to meet them in an intelligent manner. I believe there is a correlation between the amount of education and the effort of people to do better. Education tends to increase new desires; hence, the standard of living and dignity are increased. In order to increase dignity in humans, we must weaken characteristics of possessiveness and self-indulgence.

Still another duty of the school is to let the child see what the conflicts

of life are and to show the child how to reconcile himself. In some cases the conflicts will be personal and the child will have to know which side to take. Other conflicts will come directly. A resident of a city might find himself near a tenant home. There is nothing he can do by himself to give immediate relief, but he can create sentiment against such conditions and help to get people into power who might be able to correct such a condition.

In gaining these ends, great responsibilities are placed on the teacher. If an influential member of the community has a problem child in the school, should the teacher favor the child or compel the child to follow the same routine as the other pupils? Naturally there is a conflict between the ethical or moral plane and the selfish course of action. The teacher with a sound philosophy of education will choose the former alternative. Intelligent choice helps to uphold the dignity of both the individual and the profession.

Times have changed in education as well as in other fields. In the early days the schoolmaster was autocratic or tyrannical; as far as the pupils were concerned, all knowledge began and ended with the master. The teacher's word was law, and no child dare disagree. During the last half century, this oppressive conception is gradually giving way to the advance of democracy in the school. Student councils, greater education of teachers, and progressive administrators helped pave the way toward democratic education. The modern teacher assesses the kind of world the students live in and endeavors to make the class a miniature democracy. New educational philosophy that puts greater emphasis on student participation is partly responsible for the advance of democracy. Better courses of study and improved textbooks have also grown out of this movement. The school is now centered around the child rather than the teacher.

The school is a part of the community and must work with the other agencies, but of necessity it uses an

entirely different method. The hours of the school are not the same as those of the business place. Ordinarily the school does not stress self-efficiency as a bank or a store does. However, we should keep in mind that the school works with immature people. This characteristic if not controlled seems to thwart the ability of some teachers to work with adults. The church and the Sunday school are more nearly like the school than any of the other agencies, but a recent Supreme Court decision set certain limits on how far the church and the school can cooperate in providing religious education. Apparently this decision bars religious teaching on school time and property by religious teachers, but it does not necessarily throw out all religious teaching on school time if the student has the training at some other place than the public school and is wholly voluntary.

Business is another institution of the community. The coming of business education in the school brings up the question of the degree of cooperation and consultation between the school and the business agencies. Should the instruction be narrowly enough to manipulate a machine or should the instruction include general and cultural background with over-all principles?

One function of business in the community is to provide economic security. Economic security in many cases can be obtained only by unions such as the labor unions. To achieve economic security today under modern conditions, we must have some kind of an organization; the individual cannot hope to gain this security by his own efforts. Without economic security no one can do his best work. Organizations and collective bargaining are the basis by which most people obtain economic security today. For the employer this means a trade organization; for the professional person, a professional organization, and for the employee, a labor union. The schools should prepare students to work for this kind of cooperation in economic life.

As in business, the democratic spirit of a school is not developed by

preaching but is instilled through student action brought about by interest and attractiveness. You cannot fill a student with knowledge as you fill a tank with gasoline. The student must take what he has and build to it. A better example of growth is the spiral which illustrates the principle of continuous, orderly and gradual improvement.

School organizations should function in a manner to teach morality. The school bank, for example, is a means by which students participate in business activities under supervision. Thus the school is cognizant of the significance of preserving the dignity of the teacher and the pupils.

Another trait that a school should build into the character of young people is tolerance. Without tolerance, few of the other qualities can achieve their full value.

A real teacher will not permit politics and other interests to distract from general education; in any conflict the teacher will take the school's side. Nepotism is another example of the lack of a complete moral basis for the organization of the school. The school's interest will supersede all others.

A pre-trained teacher who continues his growth by in-service training will always hold the school first. He knows what teaching is before beginning and keeps abreast by attending conventions, taking part in meetings, and reading professional literature. Even though the school should exact first prominence, the teacher should also manifest interest in community activities. The principles set forth in the above paragraphs constitute a philosophy which upholds the dignity of the pupils and the profession.

A PHILOSOPHY FOR BUSINESS EDUCATION

There are at least two phases in everybody's mental makeup. One is the general and social phase which would include civic, political, religious, and similar interests. The second side is the vocational.

The learner must identify himself with the purpose of the activity and see how what he is doing is going to

effect the desired end. It should be easier for business educators than for teachers of more abstract subjects to attain this purpose in the learning situation. Every statement of business objectives should take into account the generally accepted aims of public education and the interests and needs of business employers.

To further these aims the business educator should first consider the physical environment in which he and his pupils work. The skill of typewriting, for example, calls for a regard for the rules of health. The typewriting room should be a spacious room that is well lighted, well ventilated, and clean. Adjustable chairs are helpful in maintaining correct posture, and posture is a basic factor to correct technique.

However, just as important as these physical conditions in the classroom is the emotional atmosphere. In addition to the general foundation training that all young persons should receive as part of their general education, business education should assume the responsibility of supplementing it with safety, hygiene, and health instruction appropriate to the vocation involved.

More important than anything else as equipment for the modern business man or woman is the typewriter. The use of the typewriter, however, is valuable in many walks of life. Typewriting develops self-discipline in students, a fact that students soon realize. The students must apply themselves to systematic, correct practice in order to acquire skill. Students learn skills and knowledge that they can use in earning their living and in transacting their personal business.

Typing and bookkeeping are helpful to nearly all vocational pursuits. Like English, arithmetic, and social studies, they serve as aspects of general education. As important to the student are the so-called "incidental learnings"—standards of work, habits, and attitudes. The development of desirable skills, habits, knowledges, attitudes, and characteristics of children is the sole reason for the existence of the school. In typing classes
(Continued on Page 51)

A Basis for Direction in the Educational Effort

Paul F. Muse

Chairman
Department of Commerce
Indiana State Teachers College

There is no common philosophy of education. Educators differ widely in their convictions. This condition is entirely normal and healthful for the good of public education. It is through differences of opinion that one is often challenged to re-think his position in



terms of continuously broadening data and, in doing so, to reconstruct old meanings, old ways of doing things into better understanding and improved methods of action. But differences of position and conviction do not mean a stalemate in efforts to work together cooperatively for the advancement of a common cause. Progress and improved living are the goals in all honest educational effort regardless of how ineffective the methods for attaining the goals may be. Here we find a common ground upon which education can dedicate its efforts for man's good. If man is capable of his self-directed evolution, then the task of education is to further this achievement by making the responsible use of intelligence by all and for all a social reality.

The dominant ideals of our democratic culture, continuously refined and reinterpreted, provide a central direction for education. There is precedent in history for this belief. Instances are numerous where varying types of government have depended upon schools to help achieve desired

social ideals. While not particularly noted as authorities in the field of history of education, Caswell and Campbell have quite well summarized the influence of groups on schools.

The school system of Athens conformed to the class basis of society in which the system functioned. The schools of Sparta supported the ideal of service to the state upon which the social organization rested. When the church became the most significant determinant of social ideals, it in turn developed and educational program designed to achieve its ends. The rise of nationalism served to emphasize this relationship between school and society. Leaders of nationalistic states, seeing the advantages of a state-controlled school system, challenged the part the church had come to play in education and began the development of school systems especially designed to further nationalistic purposes.¹

Cubberley, a well-known authority in the history of education field, states the same thought as follows:

Long foreseeing the danger, and in fear of what might happen, the little Greek States had developed educational systems in part designed to prepare their citizens for what might come . . . Into this Roman Empire, united and made one by Roman arms and government, came the first of the modern forces in the ancient world—that of Christianity—the third great

¹H. L. Caswell and D. S. Campbell, *Curriculum Development*, pp. 24-25.

foundation element in our western civilization . . . Now arose the modern conception of the school as the great constructive instrument of the State, and a new individual and national theory as to both the nature and the purpose of education was advanced. Schools were declared to be essentially civil affairs; their purpose was asserted to be to promote the common welfare and advance the interests of the political State; ministers of education began to be appointed by the State to take over and exercise control; the citizen supplanted the ecclesiastic in the organization of education and the supervision of classroom teaching; the instruction in the school was changed in direction, and in time vastly broadened in scope; and the education of all now came to be conceived of as a birthright of the child of every citizen.²

One need not search only ancient and mediaeval history for proof of the statement that schools are established and maintained by social groups. The great period of nationalism in modern history offers unquestionable evidence to establish this fact. More recent uses of the school for social purposes are seen in Communistic Russia, Nazi Germany, and Fascist Italy. The results show, too, that the school can accomplish the purpose for which society organizes it.

In a democracy, as in all other types of social life, its ideals are at the core of its educational endeavors. The difficulty is in knowing what these ideals are and what their implications are for social and educational direction. The bases for ideals, and, in turn, the ideals, shift knowingly or unknowingly. Ideals are grounded in experiences and are exemplified in every-day activities.

OUR DEMOCRATIC IDEALS

Our democracy is dedicated to the free play of intelligence in solving problems of human concern. Freedom of thought has been a watchword of our nation from its beginning. Our

²E. P. Cubberley, *The History of Education*, pp. 4, 6, 11.

representative government has been based upon it. Through faith in the potential intelligence of the common man, we, as a people, have rebuffed authoritarianism at all turns. Ours is a culture of conflicts which often results in general confusion in social action. This confusion can be reduced only through the application of intelligence, and democracy makes it imperative that this intelligence be possessed and exercised by all.

It is highly improbable that our democratic culture could have developed to its present status had it not been for the pervading ideal of respect for individual human personality. This ideal was, to a certain extent, responsible for the settling of this country, and the frontier life certainly accentuated it. America was fairly carved out of a wilderness, and this experience has influenced the spirit of its people. The following quotation well describes this spirit:

Ruggedness, independence, self-reliance, the spirit of high and sometimes reckless adventure, a kind of rough libertarianism, a boastful, bumptious, leveling spirit, an impatience with restraint, a disregard and contempt for obstacles, a willingness to take chances, a speculative psychology, and uncritical and optimistic equalitarianism—these are some of the qualities, good and bad, which the "coonskin individualism" of the frontier contributed to the American character.³

The philosophy committee for the Progressive Education Association states:

Our concepts of civil liberties, legal justice, economic independence, all are traceable to the doctrine that every individual must be given the fullest and freest opportunity to develop his capacities, to explore his interests and to meet his needs, without the hampering influences of political institutions.⁴

This ideal is still the cornerstone of truly democratic living, but

³*Democracy in Transition*, A Group of Social Scientists in The Ohio State University, p. 6.

⁴Philosophy Committee, "Progressive

changed economic and social conditions require its definition and reinterpretation in the light of these changes. Free land on the physical frontier is no longer available, and its symbol of opportunity for the common man does not now exist. Manufacturing has replaced farming as the dominant industry. The great mass of our population has become urban. Technological advancement replaced hand labor with the machine. In consequence, the simple agrarian economy of yesterday has not only been changed, itself, but it has been replaced by an intricate and complex industrial and economic system which submerges the individual. Individual action is no longer feasible or adequate to control conditions under which we now must work and live.

The philosophy which emphasizes the worth of the individual and his right to an opportunity for the full development and free expression of his personality is still true and is still the ideal of American democratic life; but individualism, as its method of life, is no longer practical. The life ideals to which America has always aspired can no longer be achieved only through individualistic means. Interaction for common purposes is the means now by which the individual and society each attains form and value. Max Otto says:

Democracy is not a mere association of individuals whose purposes or acts are individualistic in the *laissez faire* sense. It is not even primarily a form of government. *It is an intelligent use of cooperative means for the progressive attainment of significant personalities.* Significant personalities cannot be unfolded from within; they must be acquired by individuals in unison with other individuals intent upon a similar quest.⁵

Boyd H. Bode effectively summarizes the viewpoint of individual-social

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These two ideals, respect for human personality and participation, are reciprocal in character. The more we respect human personality, the greater will be our concern for organizing our social institutions to promote its development, and the more we share in the common life, the greater will be the enhancement of the individual.⁷

In brief, our democratic ideal is the development of significant personalities through cooperative means which require reliance upon human intelligence and good will as a basis for determining individual and group beliefs and plans of action. In this ideal the public school has a basis for direction in its educational efforts.

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The Business of the Future

Rolland W. Schloerb

Pastor
Hyde Park Baptist Church
Chicago, Illinois

Young people who live in this world with its "daily diet of crises" cannot but wonder what the future holds for them. To them as well as to countless people on this planet, tomorrow may seem dark and forbidding. Fear of an uncertain future can quickly destroy the effectiveness of living today.



A wise man of our time, Dr. Alfred North Whitehead, makes an interesting observation about the future. Writing in

1925 in one of the essays in his *Science and the Modern World*, he says: "We must expect . . . that the future will disclose dangers. It is the business of the future to be dangerous." He is indicating that when the future functions properly it is dangerous. According to him all of the great ages in the history of mankind have been unstable ages.

While it is not comfortable to face a dangerous future, we can see some of the reasons why it is the business of the future to be dangerous.

I

A dangerous future calls out the spirit of creative adventure. Not inevitably! Sometimes it does just the opposite. A hunger for security may cause people to be cautious and fearful. They may desire a return to normalcy, a retreat to the familiar. A dangerous future sometimes kills the spirit of adventure and makes people look for a safe haven.

Dr. S. Parkes Cadman once told the story of a Georgia cracker, who was sitting ragged and barefoot on

the steps of his tumble-down shack. A stranger who was passing by asked him for a drink of water. Wishing to be agreeable, the stranger said, "How is your cotton coming on?"

"Ain't got none," replied the cracker. "Didn't you plant any?" asked the stranger.

"Nopel!" said the cracker, "Fraid of boll weevils."

"Well," said the stranger, "how is your corn?"

"Didn't plant none," said the cracker, "fraid there wa'n't going to be no rain."

The visitor was abashed, but persevering, "Well, how are your potatoes?"

"Ain't got none. Scairt of potato bugs."

"Really, what did you plant?" asked the stranger.

"Didn't plant nothing," said the cracker. "I jest played safe."

Fear of future uncertainties may paralyze effort. But it can do something else. A dangerous future may awaken a spirit of adventure and a willingness to lay aside old stereotypes and old prejudices. Education should help an individual to face new situations unafraid. An old teacher of mine once defined and educated man as "a person who is not embarrassed when he is introduced to a new idea." Training may help him to do the same thing over and over, but education should help him to lay aside old hatreds and prejudices which might prevent his being effective in a new position.

In his final report as President of the Rockefeller Foundation, Raymond Fosdick tells about a curious law that the ancient Greeks had on their statute books. It dealt with monuments

celebrating the victories of war. Such monuments were permitted, and the defeated enemy was forbidden to tear them down; but the victor was not allowed to repair them. Moreover, the monuments had to be built not of stone but of wood. In commenting on this legislation Plutarch remarks: "It would be invidious and malignant that we men should ourselves repair and renew the monuments of hatred toward our enemies when time is making them dim."

A dangerous future demands some better ways than clinging to stereotypes and hatreds that impede change.

II

A dangerous future compels choices. If the future were assured no life choices and no fateful decisions would be necessary. When a pilot in a river boat comes to a broad deep portion of the stream, he does not need to give special heed to his ship, but when he comes to a narrow swiftly-flowing part of the river where there are many hazards he must choose his course well.

People who live in a dangerous time can hardly follow the philosophy of a certain church janitor. He was once asked how he managed to get along with the many different kinds of people with whom he had to deal. "Well," he said, "I just throw my mind into neutral and go where I'm pushed." That may be a commendable method in some situations, but it is hardly to be recommended as a way of facing uncertain future. Just because the future is dangerous we cannot take our hands from the rudder and allow the boat to go where the currents of the moment take it.

We hear much today of a movement called Existentialism in Europe. It has many phases, some atheistic, some religious. They all emphasize the necessity of choice that comes to every person. Human existence requires choices. One cannot limit himself to contemplating alternatives—human existence is such that he must act. Even the decision not to act is a choice that may have far-reaching consequences.

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Pupil Progress in the Richmond Schools

H. G. Walters

Principal
Hibberd School
Richmond, Indiana

In the Richmond Schools we have attempted to break down the artificial barrier of grades, a practice established several years ago, primarily we feel, for ease in administration. We have come to realize that children can not be herded into categories of grades and expected to digest the same routine assignments handed out to all and sundry. Naturally, it is a wonderful feeling for a principal to think that he has divided all of his children into grades, set up or caused to be set up an orderly curriculum wherein all may sit at the feet of the masters and learn the exact formulae which will make each of them a worthwhile citizen of tomorrow. It makes for great ease of administration, and maybe teaching, to have all children assigned to a definite grade where each can be exposed to the same cut and dried course of study, each can be directed to master the same materials, and each be measured by what he is able to recite back to the teacher. Why, if they don't all learn the same facts equally well; they fail! And what could be simpler! If they don't get it, then they must take it over again until they do! If a child is a 4B then he must know— if he is a 2B he must—.



But we know, we have really found out, that such is not true.

In Richmond we have finally come

to the conclusion that something must be done to break down the traditional barriers which cause children to "fail." We believe with the psychologists, those oft misinterpreted individuals, that success leads to success be it ever so small. We have attempted in a small measure to meet the situation of living as we think it actually exists.

A very brief explanation of the method of classification which we use is simply this: if, for example, we have a number of pupils in the Primary School, say 250 for 8 teachers, we simply divide them into eight approximately equal groups of 30 each, primarily on the basis of how long they have been in school. Even then each group must necessarily be divided into smaller groups within the larger group and these groups shift and transfer constantly with different needs. All groups stay with one teacher for a minimum of one year, some teachers have the same group for two years, and in some cases the same teacher has the same group for the entire period of the Primary School. The pupils are not classified, except for state reports when it becomes necessary for us to call them 1st graders, 2nd graders, etc. It is entirely possible that any one teacher may have a mixed combination of so-called 1st graders, 2nd graders, etc.

A sample of a letter which we use to inform our patrons of our philosophy of education and classification follows:

HIBBERD SCHOOL

1-27-1948

PUPIL PROGRESS IN OUR
ELEMENTARY SCHOOL

Dear Parents:

This letter to you is about the progress which your child.....
.....is making in school.

Our elementary school is made up of three departments:

1. KINDERGARTEN (Usually called KB and KA)
2. PRIMARY SCHOOL (Usually called Grades 1, 2, and 3)
3. INTERMEDIATE SCHOOL (Usually known as grades 4, 5, and 6)

In our schools we attempt to teach our children to follow a path of continuous progress. This means that when the child has completed a unit of work, a semester, etc., he begins the next unit or semester exactly, or as nearly exact as possible, where he left off. This means that he does not "fail", thus having to go back over the work which he has had and was supposed to learn as he had it, but that he learns as he goes. Of course, all children do not learn at exactly the same rate and it takes a little longer for some to complete the foundation work for the next higher school.

The normal time to spend in the KINDERGARTEN is one full year; in the PRIMARY SCHOOL three years; and in the INTERMEDIATE SCHOOL three years. However, we do find that three years is sometimes not long enough for some children to complete a sufficient amount of work to establish a firm foundation for high work. Sometimes it is necessary for them to continue in the KINDERGARTEN, or the PRIMARY SCHOOL, or the INTERMEDIATE SCHOOL for an extra semester or so. They will be traveling at "their own rate."

We do feel that any child will be under less pressure, be far happier, and be building a better foundation for future living if he is not prodded, not "urged," not "scolded" to do that which he can not do, which is, move

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Functions of College Personnel Offices in Teacher Selection

Lonzo Jones

Coordinator of Student Personnel Services
Indiana State Teachers College
Terre Haute, Indiana

"The activities that are commonly described as student personnel services," says the North Central Association of Colleges and Secondary Schools¹ "have long existed in American colleges and universities, but only recently have they emerged into prominence as a distinct phase of institutional organization."



For further orientation I quote from a 1947 report of the National Conference on Higher Education, published by the National Education Association, entitled, *Current Problems in Higher Education*:

"An effective student personnel service needs not adhere to any particular organizational pattern; it should be emphasized, however, that provision must be made for unifying all personnel services under one administrative head, who is responsible directly to the president of the institution and whose function is of parallel significance with the academic dean, and the administrative head of the business office. In other words, the director of the student personnel program should have a "line" relationship to the president and a "staff"

¹The *Evaluation of Higher Institutions*, Vol. VI, *Administration* by John Dale Russell and Floyd W. Reeves, University of Chicago Press, Chicago, Illinois, 1936.

relationship to other administrative heads of the college"

In a series of monographs published by the North Central Association to govern the evaluation of institutions of higher learning seeking accreditation, Volume V is entitled *Student Personnel Service*. The first four of the eleven functions to which a chapter each is devoted, are, in order, as follows:

1. Admission of students (In volume VI this is referred to as the administration of the admission and registration of students.)
2. Orientation of students.
3. Student records.
4. Educational and vocational counseling.

In a recently prepared questionnaire for self-evaluating the personnel services in Teachers Colleges the first half of the schedule deals with "Those services which promote the student's progress toward his own educational goal at the level of his ability." Seven sequential and closely related services are listed under this heading. They are as follows:

1. "Recruitment—stimulating the interest of prospective students in the educational program of the college."
2. "Admission and pre-registration orientation of beginning students."
3. "Freshman week—a period of orientation toward or induction into significant college experiences."
4. "Personalized registration—personal attention is given to the enrollment of each student in courses appropriate to his educational objective."

5. "A required orientation course is provided during the first term for freshmen."

6. "Each entering student is assigned to a faculty member who serves as his counselor to assist him in his personal and educational adjustments."

7. "A progressive selection (or elimination) of students is practiced from the first term onward through the administration of standards of scholarship, personality, health and behavior established for continuation and promotion."

Thus it would appear that in an administrative organization of a teachers college, which conforms to standards for accreditation, the Personnel Office would have major responsibility in administering those policies and regulations of the college which apply to the admission, promotion, elimination, or graduation and certification of the individual student.

This somewhat inclusive schedule of responsibilities does not intrude upon other administrative divisions such as the administration of faculty, instruction, and curricula; the administration of finance, budgets, buildings, grounds, and administration of public relations. Nor does it render the duties of the registrar, the dean of men, the dean of women, the faculty counselors, and other personnel assistants obsolete nor their duties less significant in their own rights. Such a schedule of duties within the orbit of one administrative division tends to establish responsibility for this whole series of functions and for their continuity and harmonious coordination.

Now let us turn to some specific illustrations of how these services contribute to teacher selection.

I. Recruitment.

The recruitment itself must be selective and conducted under policies established by the college. Otherwise it may do more harm than good. Numerous devices are used to attract the attention of high school students and to arouse their interests in a teachers college—posters, bulletins, circulars, letters, guidance conferences, both in the high school and at the

college, personal visitations, motion pictures, student entertainers, etc., etc. Unless these "criers" in front of the collegiate tent bring soberly to the attention of the high school students the requirements of teacher education he may have following him to the admissions office, not students interested in teaching but those interested primarily in playing on the football team, or joining a sorority, or twirling a baton or in response to whatever single or partial stimulus in the recruitment parade that may have caught his attention.

No instrument is more responsible nor more suitable for giving to the potential candidate for admission an outline of the professional objectives and curriculum requirements of the college than is the college catalog. It should serve as the guide to both the recruiter and the recruited. It should be so edited that any high school graduate can read it and determine whether or not the education objectives which it offers and the curricula by which they are implemented are in line with his plans. Likewise the requirements for admission, for continuation, and graduation should be so well defined that the student taking stock of his own academic and professional qualifications can judge whether or not to apply. Even in a college which practices selective admissions such clear-cut statements would lessen the number of applicants who must be turned away. In a college which does not have the legal right to exercise selective admissions this clear-cut statement of functions and requirements is indispensable.

The Personnel Office should participate in the editing of that portion of the catalog which deals with standards of admission, continuation, and graduation and thus set the stage during the period of recruitment for the standards of performance to be expected of each student who may be accepted and who may be a candidate for certification and teaching later on.

II. Admissions.

Many state supported teachers colleges have already developed selective

admission techniques. Such techniques are based entirely upon two major assumptions.

1. That the implicit characteristics of good teachers can be identified and measured in high school seniors; and

2. That the number of teachers needed to supply the schools five years hence can be estimated closely enough to justify a maximum quota of those to be admitted to the teacher-education institutions.

These assumptions have been widely challenged by college administrators; but if one compares the selective admissions with the non-selective colleges on only two criteria—1, the average intelligence of their entering freshmen and 2, the percentage who graduate in four years time—the assumption seems to be favorably substantiated.

William S. Learned summarizing the 1936 Carnegie Foundation report upon the Pennsylvania study said:

"The majority of the teacher candidate group, are most at home in the lower half of the college distribution. The ability and the attainments of those selected and prepared in special centers for that purpose (teachers colleges) are consistently and conspicuously below the level of the college group as a whole."

In June 1941, Ben D. Wood and Ruth A. Pedersen, reporting in the *Teacher Education Journal*, Volume III, on a survey of the intellectual and educational level of students admitted to seventeen teachers colleges which do practice selective admissions said: "Teachers colleges can attract and hold and do attract and hold the better high school graduates. So far as these higher-average teachers colleges are concerned, it may be said there are very few liberal arts or professional colleges that attract and hold more superior groups of high school graduates."

Many teachers colleges believe they are required by law to accept any high school graduate who applies for admission. This belief prevails even in state teachers colleges which required, as pre-requisite to admission, until just recently a signed statement that the student would teach for a

specified number of years in the public schools of the state. This legal provision would seem to indicate that teachers colleges were intended to be selective.

Even under a policy of unselected admissions the Personnel Office is neither helpless nor excuseable in the matter of teacher selection. It can edit the publications of standards and requirements so clearly that recruitment and self-selection is not done blindly. It can establish a lower division orientation, testing, counseling, and promotional system which will convert the first two years of college into a probationary selective institution; and finally it can establish at the end of the sophomore year standards for admission to the senior division which will eliminate or redirect all who are lacking in the measurable qualifications for good prospective teachers.

This method is doubtlessly wasteful of taxpayers money but does preserve a democratic principle of permitting the individual high school graduate to make his own choice of career and attempt to qualify for it. This method no doubt lowers the quality of instruction and educational accomplishment during the freshman and sophomore years, but is compensated in part by the education attained by a large number who will never graduate but whose lives have been re-orientated by one or more quarters of college experience. The ultimate quality of the teacher-product graduated from the college need not be inferior if valid criteria of teacher qualifications can be identified and measured, and the standards of acceptability are set sufficiently high.

III. Counseling during the first two years.

Accepting the task with which most of the teachers colleges are confronted, the personnel division can develop techniques which make the first two years in college a proving ground and a training period for admission to the senior division.

1. The letter of admission can evaluate the student's academic possibilities and interpret to him in functional terms something of the task he indi-

vidually faces as a student. For a number of years I have appended to the letter of admission a paragraph of functional evaluation of each student admitted to the state teachers college with which I am associated. I insert here those paragraphs for three differentiated levels.

"I note with pleasure your very fine high school record. This usually predicts a successful first year in college. You should keep in mind however, that college students study many more hours than are required in high school. We shall expect fine achievement from you."

"I note that your high school record is a good average in your own graduating class. You should bear in mind, however, that in college the average student must study some thirty hours per week outside of class to meet graduation standards. With adequate effort right from the beginning you should not experience serious difficulty in college."

"In looking over your high school credits I find that too many of your grades are of the lowest passing mark given by your school. Students with this type of high school record, not infrequently find their college work difficult for them. As a rule they must study much more than the thirty hours per week required of the average student. You should plan with your faculty counselor from the very beginning to devote adequate time to your studies."

I have used still another paragraph for students in the lowest 10 per cent of their graduating class and would suggest its use regularly.

"In reviewing your application for admission I find that your high school grades placed you in the lower one-tenth of your class. Our experience with students whose records were similar to yours has been rather discouraging. A large percentage of them find it very difficult to make college grades up to the standards required for continuation. If, however, you wish to undertake a college program with us this fall, we are admitting you on probationary status for the fall term."

2. The orientation program and

bulletin can re-emphasize the regulations and standards for continuation in college and for graduation.

3. Freshman counselors may be furnished estimated levels of achievement for each entering student, based upon standardized tests of college intelligence and high school achievement. These tests estimates of normal minimum levels of learning for each student become a focal point around which to compare the student's academic achievement from time to time and serve as an indicator of difficulties to learning which need to be identified and corrected.

4. The Personnel Director can canvass quarterly, at least, with the counselors the individual achievement of each student; and in turn commendation or remedial advice can be mediated to the student through his counselor.

5. Other agencies serving student needs and coordinated within the personnel division are available for referral as counselors may uncover student needs—health, housing, loans, employment, social and personal.

IV. Admission to the senior division.

We are beginning a policy on our campus which I believe holds great possibilities in developing the professional character of our graduates. A regulation passed by our policy committee on selective admissions and selective promotions reads: "In that quarter in which a student's completed credit equals or exceeds 80 quarter hours (not including his current schedule) he shall file a written request for admission to the senior division of the college on a form provided by the Registrar. Factors to be considered in passing upon his request shall be:

a. Academic achievement: He should have completed the general education requirements; the non-prepared courses in Library Science and Physical Education; and must have a cumulative scholarship index of 45 or above.

b. Health: He shall present a certificate of health from the College physician indicating any health or physical limitations which should be

corrected before he becomes a candidate for graduation.

c. Speech: If he has any speech defects which in the judgement of the committee will interfere with his successful teaching, a report of his speech defects and program of improvements by the speech clinic shall be submitted.

d. Judgments of committee: The candidate shall be rated on personal and professional characteristics by the Committee on Selective Admissions and Selective Promotions.

e. When admitted to the senior division the student will be assigned to the head of the department in his preferred comprehensive area as his counselor on academic schedule, professional outlook, and personal affairs."

At the present time the "Judgments of the Committee" referred to above consists of personal interviews held independently with the heads of two departments in which major areas of concentration lie and then with the Personnel Director. We are in need of more dependable instruments of measurement, or of rating, or of some means of evaluating the student's personality qualifications.

The heads of departments who serve as upper division counselors and the Personnel Director stress with the student the professionalizing function of the last two years in college. I say to each student before signing his approval for admission, essentially the following:

"During the first two years in college our attention as personnel counselors has been centered on you for your own sake. We have been concerned with your achieving at the level of your own ability; with your acquiring good study skills and of learning to manage your own time; and with personal and social adjustments important to you. We have been equally concerned on these scores with all of you—with those who have dropped out as well as with those of you who have persevered and survived to apply for admission to the senior division.

Now, however, as you enter the senior division we feel that most of these

adjustments of the two lower years have been accomplished. We now shift the focus of our attention from you *per se* to you as a prospective teacher. We are concerned now not so much with your personal adjustments as we are with your professional qualifications. We must now think of the children you are to teach and your ability to qualify, rather than to think of your personal wishes or satisfactions.

We expect the relationship between you and your counselor to be such that your professionalization shall be constantly in mind and provided for. In addition to working out with you your schedule of courses we hope he will maintain a relation of professional fellowship with you—see that you join the appropriate departmental clubs and participate in their meetings; that you begin reading the journals of the class room teachers and their year books, with whom you will be affiliated later; that you join the Future Teachers of America and read the National Education Association Journal; and finally point out to you the professional organizations which you should join in order to continue your professional growth.

If we can accomplish this during the last two years you can go from this college into the community where you will teach with the same secure sense of professional competency with which a young doctor begins his lifetime career of service."

V. Conclusions.

I have not undertaken to discuss the placement office, the alumnae association, nor the field contacts of in-service training. Nor have I undertaken to discuss the supplementary personnel services of health and housing; loans and employment; social life and student activities all of which will be useful in connection with the maturing, developing, and self-selecting processes of producing teachers. I have tried to show how the Personnel Office can assist through the channels of recruitment, admissions, orientation, and counseling in converting even an unselected class of freshmen into a professionalized product at time of graduation.

I think it is time that the administrator of student personnel services rises with something of a crusading spirit to the responsibility and challenge of his office.

Modesitt . . .

(Continued from Page 43)

pupils are learning to evaluate their work and to plan intelligently for work improvement. They are learning to produce an honest amount of work; they are acquiring good habits of conduct towards their neighbors, and they are learning to protect public property.¹

It is imperative that American workmen have not only an ample general education but also superior specific and thorough vocational training. The chief function and purpose of vocational education are to prepare each individual for profitable, socially useful employment; to help men and women earn livelihoods in vocations of their own choice. Studies of young people show that youth needs a combination of thorough general education and vocational education. Youth should be trained in occupations in which they have real interest and for which they have aptitudes. Americans hold the conviction that man renders his greatest service through socially useful, efficient work. Through work, family life is stabilized. Business education should encourage students to develop a socially desirable point of view. It should suggest certain principles upon which successful achievement depends.

THE OBJECTIVES OF BUSINESS EDUCATION

"Business educators need to formulate a sound philosophy of business education and express it in the form of a set of definite objectives that will be generally accepted as the basis for building curricula. Every statement of objectives should take into account the generally accepted aims of public education, the interests and needs of pupils, the interests and

needs of patrons, and the interests and needs of business employers."¹

The following objectives have been set up by A. O. Colvin, Professor of Business Education, Colorado State College of Education, Greeley, Colorado:

1. The deferred vocational objective—The school should make it possible for the pupil to get sufficient business information and a degree of proficiency in the use of one or more of the business skills to enable him to prepare for a beginning position in a store or an office, with a minimum of additional preparation after he leaves the high school.

2. The vocational objective—The school should make it possible for pupils to get all of the information and skills that are required to qualify them for beginning positions such as billing machine operators, calculating machine operators, clerical bookkeepers, transcribing machine operators, duplicating machine operators, filing clerks, general office clerks, posting machine operators, retail sales persons, stenographers, or typists.

3. The exploratory objective—The school should provide an opportunity for the pupil to explore and try out his interests and abilities in the field of business education in short units of exploratory experiences.

4. The occupational information objective—The schools should give the pupil an opportunity to gain useful information about occupations, encouragement in selecting an occupation, and help in discovering and appreciating the social significance of the different business occupations.

5. The personal-use objective—The schools give the pupil an opportunity to develop a satisfactory degree of proficiency in the use of one or more of the business skills to meet his nonvocational, personal needs.

6. The general business principles objective—The school should enable the pupil to gain better understanding

¹A. O. Colvin, "A Statement of Objectives," *Appraising Business Education, The American Business Education Yearbook*, Vol. III, 1946, p. 21.

ing of the agencies, the functions, the methods and practices, and the organization of our American system of business enterprise.

7. The consumer education objective—The school should provide certain consumer information and skills that will be useful to the pupil in his personal economic planning, in his buying for consumption, and in the safeguarding and protection of his interests as a consumer.

The purpose of the teaching of any business subject is to enable the learner to do a business act efficiently and in doing it appreciate and understand the contribution of that act to the business organization in which it is done and to society which the organization serves. Whether the business activities that the learner performs are those of his personal life or those of an occupation, they must be rendered meaningful to him if he is to receive the greatest satisfaction in performing them.

As a co-operative agent with other agencies, the public secondary school should provide pupils with learning experiences which are conducive to the maximum development of the individual and of society of which he is a part. Such a procedure embodies the discovering of individual interests and capacities; the developing of the ability to think intelligently; the encouraging of worthy attitudes, habits, and appreciations; and the understanding of crucial problems of human relationships.

THE TEACHING OF TYPEWRITING

The objectives of first-year typewriting are:

1. To enable pupils to acquire a functional knowledge of the typewriter, including the keyboard and all other operative parts.

2. To develop ability to type for personal use simple business forms, such as letters, manuscripts, reports and tabulations.

3. To enable pupils who are studying typewriting for vocational purposes to produce business forms with a degree of accuracy and at a rate acceptable to employers.

4. To prepare pupils to adapt them-

selves to business procedures and to practice acceptable standards of business behavior.

5. To develop pride in work well done and critical attitudes in judging personal work.

6. To develop correct English usage in such areas as spelling, syllabication, punctuation, and capitalization.

The objectives of advanced typewriting are:

1. To increase the typing facility of pupils and to enable them to acquire skill in the application of that facility to situations in business and personal life which require it.

2. To develop ability to operate and to conserve duplicating machines.

3. To develop ability to execute the duties of a typist with a minimum of supervision.¹

During the recent war years there was an emphasis on reducing the learning period for typing as well as other skills. The surprising result was the high degree of success which was attained. It is true, however, that there was probably a greater motivation during this period.

The teacher of typewriting should, by all means, take advantage of the motivation which already exists. Since typing is an elective subject, students are usually enrolled in the class to learn to type; they are fascinated by the machine and eager to operate it. Beginning students should be permitted to type the first day.

The physical condition of the room is important to typing success. Tables and chairs of different heights should be provided to allow for differences in physical stature of the students. A copyholder should be placed at the right of the typewriter with adequate lighting to prevent eyestrain. The instructor should have a demonstration typewriter placed on a high table. He should be able to do all the things that the members of the class are expected to do in order to demonstrate techniques to his stu-

¹James Gemhell, "Courses of Study in Typewriting," *The Changing Business Education Curriculum, The American Business Education Yearbook*, Vol. IV, 1947, p. 321.

dents. It has become a generally accepted principle on the part of business educators that teachers of the skill subjects must have command of their subject matter; must have the ability to write shorthand rapidly and type accurately with an acceptable degree of speed.²

The five essentials—posture, concentration, rhythm, keeping eyes on the text and elimination of useless motions—are the foundation on which to build. Students can acquire speed and accuracy with far greater ease when they strive carefully and ambitiously to practice and master these essentials. An important function of the teacher of typewriting is the identification of the purpose of practice so that all teaching and all practice will be directed toward a specific goal. Purpose determines how typing practice should be done as well as the practice materials that should be used.³

Correct posture should be outlined to each student so there will be no misunderstanding. The position of hands and fingers is of prime importance; hands should be parallel to the slope of the keyboard and the fingers should be curved so a key is struck between the ball of the finger and the tip of the finger.

Teaching a student to concentrate is a difficult task. If it were possible to get the idea rooted deeply that concentration in advanced typing is just as important as with a beginner, we would be able to note a progressive result. Beginners are really forced to think of each letter, each key, the key location and which finger to use, before each key-stroke can be made; in other words, 100 per cent concentration is required. Usually, as the student progresses, a laxity develops in concentrating on the subject material. If this develop-

²Thomas B. Martin, "Training Student Teachers in the Skill Subjects," *Modern Business Education*, XV (November, 1948), p. 11.

³D. D. Lessenberry, "Purposeful Practice in Typewriting," *Modern Business Education*, XV (November, 1948), p. 6-7.

ment persists, then inaccuracy will follow just as night follows day. Teachers must strive to educate typing students to the understanding and belief that concentration is most important to the attainment of accuracy and speed.

When experts speak of rhythm in connection with typewriting, one must not infer that metronomic rhythm is being implied. No, it is practically impossible to achieve that degree of perfection because reaches of varied length and occasional awkward finger combinations hinder such a manner of writing. It is intended that an operator shall strike the keys with a degree which approaches regularity; the sound of type-bars striking the paper should remind one that there is a sort of relationship with rhythm. When is the proper time to institute training in rhythmic typewriting? It should be stressed from the beginning. If it is presented properly it can be acquired and it will tend to lighten the burden of student and teacher.

To assist in the attainment of rhythm in typewriting it is absolutely necessary to acquire the habit of keeping eyes on the text. Students should be instructed and reminded that it is detrimental to their progress to acquire the habit of looking back and forth; rhythm cannot be attained and it usually results in the loss of much valuable time.

Beginners, as a general rule, give emphasis to necessary motions and will add many that are useless and, therefore time-wasting. Teachers must explain thoroughly how to perform all necessary motions and caution against making useless motions. Holding the fingers in a curved position assists in the execution of good finger stroking. While it is recommended that learners eliminate all motions that are useless, this should not be carried to extremes; sometimes the result is very awkward. Home position should be retained with at least one finger, either the first or fourth finger, to enable a quick and positive return of all fingers to the respective home keys.

Just as important as these tech-

niques in the classroom is the emotional atmosphere, for emotionalism can be a formidable handicap to skill development. There should be no ragging, no unfavorable comparisons, no public rebukes. Attention is directed to success, not to mistake and failure. An interested, enthusiastic teacher usually has an interested, enthusiastic group of students, for emotions and attitudes are contagious.⁴

THE TEACHING OF GREGG SHORTHAND

Shorthand is largely a skill subject and as such, it makes a unique contribution to the life of the learner in that it may provide him with a marketable skill by which he may earn a living. There are, however, other values of shorthand that should not be overlooked. Since shorthand deals so much with words, it offers rich opportunities to improve and enlarge the learner's vocabulary; to promote good spelling and the use of the dictionary; to promote clear enunciation and distinct pronunciation; and to develop clear and concise expression.

Shorthand also offers an excellent opportunity to develop within the learner an appreciation of the importance of correspondence in the business and social world. Likewise, a study of shorthand, from necessity, acquaints the learner with details of business practices and procedures.

The primary aim of shorthand instruction is to develop in the pupil the ability to take the dictation which one encounters in a business situation with sufficient speed to insure getting it down and with sufficient accuracy to produce a mailable transcript.

"To achieve the primary goal, the teacher may break down his objectives as follows:

1. Automatization of the commonly used words and phrases.
2. The building of as large a vo-

⁴Marion M. Lamb, *Your First Year of Teaching Typewriting* (South-Western Publishing Company, 1947), p. 31.

cabulary as possible in the time available.

5. Development of fluency in writing and in reading shorthand.

4. Formation of well-contrasted outlines in which straight lines are straight, curved lines are curved, and hooks and circles are completed.

5. Development of the ability to generalize to the extent that is required in constructing new outlines.

6. Improvement of English, spelling, and punctuation prior to the introduction of transcription.

7. Development of desirable stenographic traits and habits, including the realization that the production of a transcript is a cooperative, not a competitive, endeavor of dictator and stenographer.

8. Understanding of the place of stenography in the business world, its possible promotional lanes, its opportunities and its limitations."¹

The most commonly used methods of teaching shorthand are the functional method and the manual method. In the functional method the student learns to read first. Theoretically, after he has seen all of the forms that he will need, he will be able to write them when the occasion arises. In the manual method, the student begins writing at the beginning of the course and the shorthand principles are presented in a definite order. Studies have been made which support both methods.

The learning exercise should take place in the same manner as final use. This implies dictation from the very start of the learning process. Straight copying of notes is not the same as having the material dictated—the initial stimulus in one case is visual, the other auditory. Prior to each new letter or article, provision should be made for presentation in isolated form of the new words, short forms, contractions, or phrases that are new, unusual, or deserving of special practice. Highlighting this material should aid the teacher and

¹The Changing Business Education Curriculum, *The American Business Education Yearbook*, Vol. IV, 1947, pp. 279-280.

the student in the practice and drill work that is necessary for satisfactory dictation and transcription of the letters and articles in which the words are found.²

Writing should be done from the beginning at a fairly good speed—as fast as the student is able to control it. Learning to write slowly is not a complete learning, if the student will be required to write quickly later on.

Few shorthand words should be memorized. "With a knowledge of the principles, many words may be learned sufficiently well to be written almost automatically when they occur in dictation, although they have not been consciously memorized; and completely new words may be written more readily if a sound knowledge of principles is 'on tap' to aid in their formation."³ "The use of word families and derivatives is of outstanding aid in the development of a knowledge of shorthand by beginning students."⁴

"Studies have been made which indicate that the extreme attention to the accuracy of notes which has been emphasized very greatly in the past is hardly justified. Phillips and Saunders, King, Lockwood, and others found that notes only 71 per cent accurate would produce transcripts which were at least 95 per cent correct."⁵

It is obvious that shorthand for its own sake is of little value to anyone. It is only when the shorthand notes have been converted to a mailable product that they take on a definite meaning. From the beginning of the shorthand instruction, proper emphasis should be given to the import-

ance of transcription, and in the advanced class the main point for evaluation should be the accuracy of the transcribed copy. Transcription involves several skills. First, the student must be able to operate the typewriter with a certain degree of speed and accuracy. He must be able to read his notes accurately and rapidly. He must develop the ability to visualize the written word from the symbol and to transfer that mental picture to the paper. The student must learn to judge the length of the letter from the amount of space occupied by the notes written in the notebook. This will come only through directed practice. The student must know how to spell, how to punctuate, capitalize and construct sentences. He must be made responsible for proofreading the transcript.

The student who has been taking dictation in the classroom will find that dictation in the office differs in that it is given in spurts—not by a stop watch, and that it contains directions for deletions, additions, or revisions as the dictator talks.

"If the transcriber reads the entire dictation or a paragraph, or even a sentence before he begins to transcribe, he will have to re-read his notes as he types. The student should be taught to read just far enough to get the thought of the dictation so that he will not misread an outline either because the outline is out of proportion or because the outline is the same for more than one word. This type of reading is called reading in thought units or phrases."⁶

"Dictation to the class during the first class period and thereafter is now considered an essential procedure, but dictation to the individual is seldom practiced. Individual dictation may take place at the teacher's desk, in the classroom, or in an adjoining room. The principal emphasis is on the student's recording at his maximum rate all the dictation, rather than on the quality of writing or pre-

determined rate, although both are to be attained as final objectives. The teacher, therefore, should adjust accordingly the rate of dictation to the student. The student soon overcomes nervousness and gains confidence in his ability to record shorthand under pressure. He analyzes his ability and reacts favorably to the experience; he enjoys the responsibility of the dictation-transcription cycle."⁷

Schloerb . . .

(Continued from Page 46)

Choices include ends well as means. If a person has acquired knowledge or power through applied science, he must ask himself how he is going to use that power. Every scientific discovery waits for someone to choose how it is to be used. This thought was brought home to me some years ago when the photo-electric eye was given a practical application. I was walking along one of our streets on a hot summer day when I noticed a newly installed drinking fountain. I went to get a drink but could not make the water run by pushing this and that on the fountain. A footman standing near by looked at me as if I had just stepped out of the Middle Ages. "You don't do anything with that," he said, "you just drink." That seemed worth trying so when I leaned over to take a drink the water began to flow. That inflated my ego since that water thought enough of me that when it saw me coming it came out to meet me. Here was an illustration of the way in which a scientific discovery added to the comfort and convenience of people. Later I had an illustration of the opposite idea. For after I had mentioned this experience in a university in Iowa, one of the students came to me afterwards and said, "We did that in a different way in our school. We too used the photo-electric eye, but we had the water running and each time anyone leaned over to take a drink the water automatically turned off." A modern Tantalus! The photo-electric eye does not care how

⁷*Ibid.*, p. 129.

²John Bryant and Sherwood Friedman, "Improving Instruction in Shorthand," *UBEA FORUM*, Vol. III, No. 2, (November, 1948), p. 64.

³Marjorie Fitch, "Shorthand—Constructed or Memorized?" *Business Education World*, Vol. XXVI, No. 9, (May, 1946), p. 496.

⁴Bryant and Friedman, *op. cit.*, p. 9.

⁵*The Changing Business Education Curriculum, The American Business Education Yearbook*, Vol. IV, 1947, p. 287.

⁶*Improving Learning and Achievement in Business Education, The American Business Education Yearbook*, Vol. II, 1945, p. 161.

it is used—that important choice comes upon the person who uses it. A future with the many possibilities that applied science puts into the hands of people is full of dangers. Choices are therefore necessary, mere drifting is deadly.

III

A dangerous future requires unselfish action. Danger does not necessarily mean disaster—it only means that responsible action is necessary to avert catastrophe. Periods of insecurity may cause some people to try to save themselves without regard to the rights and needs of others. Such action becomes self-defeating.

In a world in which people are dependent upon each other, individuals must go beyond petulance in scrambling for their own good alone. There must be the willingness to assume responsibility. One of the high schools of Chicago has the word "Responsibility" engraved on its corner-stone. When the future is dangerous human action becomes crucial. Only people who enter a community willing to accept their share of the load can meet the needs of contemporary life.

The future is dangerous—that is it's business—and no miracle can take the place of patient, unselfish building in the small area in which each life is cast. An atomic bomb can be exploded over a city and in a moment a hundred thousand lives can be snuffed out. Thousands of homes can be destroyed. Churches, libraries, schools, factories, and accumulated culture of centuries can be wiped out. All of that in an instant! That is accentuating the negative. We have not yet discovered a bomb that can be exploded over a desert and that can then produce in an instant a thriving city of a hundred thousand people, with homes, schools, churches, libraries, and factories. Building is comparatively slow. It requires patient responsible living—"the everlasting cooperation of every bloomin' soul."

The most important thing about an education is what you do with it after you have it. In facing a dangerous future you can keep alive the

spirit of adventure, you can choose carefully and wisely, and you can dedicate yourself to unselfish living.

Walters . . .

(Continued from Page 47)

faster than his own normal rate of learning.

Your child is at present enrolled in:
KINDERGARTEN SCHOOL
The PRIMARY SCHOOL
INTERMEDIATE SCHOOL
in the year

We feel that he may - will profit by and additional semester or so in the same department. Therefore, he may - will be reassigned to the same department for next semester.

If you care to come to school to discuss this matter with us, we shall be glad to have you come.

Sincerely yours,

.....
(Principal)

.....
(Teacher)

This letter is issued to parents of children who have spent $2\frac{3}{4}$ years in our PRIMARY SCHOOL and/or $2\frac{3}{4}$ years in our INTERMEDIATE SCHOOL. If the child is to be retained in the same school for another semester or so, the letter is sent again at the end of the basic three year period. We feel that the letter is self-explanatory but in all questionable cases we encourage patrons to come to the school for a fuller explanation. In the majority of instances we have been able to get our patrons to see that we are attempting to meet life situations with plausible means.

For all practical purposes, grades have been eliminated in our system. We still have to follow the dictates of the state in making reports to it, but we hope in time to be able to get it to see the error of its ways!

Book Reviews

News of the Nation: A Newspaper History of the United States by Sylvan Hoffman and C. Hartley Grattan. Garden City, New York: Garden

City Publishing Company, Incorporated, n.d., pp. ? (price)

In *News of the Nation* we have an attempt (and a very successful attempt it is) to present the history of the United States in newspaper form. Each issue consists of four pages of five columns each. The page size is eleven inches by sixteen inches. The format is that of the newspaper with headlines, pictures, cartoons, editorials, maps and a variety of special features. There are forty-five numbers, covering the period from 1493 to 1945.

Much of current history is recorded in the newspapers as it happens from day to day. The paper and the news it carries are contemporaneous. Sylvan Hoffman and C. Hartley Grattan, in *News of the Nation*, have reversed the process: they have made the newspaper a medium for transmitting recorded history. The newspaper form adopted by the editors is contemporary but they date their first issue April 14, 1493, and spread the headline, "Columbus' Discovery Rocks Continent," in half-inch letters across the top of the front page. The editors assumed, and perhaps correctly, that the newspaper is more catchy, more alluring than the textbook. It can also be more sketchy.

With the exception of one brief item dated 1487 the remainder of the items in issue No. 1 are all dated 1493. But issue No. 2 poses a little difficulty. Here in a single issue the dates range from 1497 to 1610, a period of 113 years. Issue No. 3 covers about ninety years, issue No. 4, about 70 years and so on. As we approach the last issue the time lapse gets shorter. The last issue, No. 45, is limited to four months in 1945. This seems to indicate that the events within four months of 1945 are of equal importance with the events of 113 years, 1497 to 1610—of equal importance, at least, in so far as space devoted to the two periods is concerned. It is doubtful that events of the immediate past are of any greater significance than events of the more remote past. The editors recognized and admitted this deficiency by stating that ". . . younger readers

must be made to understand that all events in each issue are not contemporary." And yet apparently one purpose of the experiment is to make all American history have the appearance of being contemporary. It is the old dressed up in a new garb which no doubt will attract readers but may cause a certain amount of time and sequence confusion.

This newspaper-styled history can hardly serve as a substitute for the standard textbook. It can be used very advantageously by the immature as a stimulate for further and more serious study of history, by those who are not too seriously concerned about the history of their country and by those whose chief interests are something other than history. Very likely that student who finds history dull might have his interest sharpened by a use of *News of the Nation*. Even those who make history a vocation will find *News of the Nation* stimulating and informative. But the serious student must still get his information largely from textbooks. According to the editors, "We want our facts streamlined, presented in an entertaining, easy-to-absorb, . . . style." Their "we" may be too inclusive. There are some educators (they may be in the minority) who are convinced that the educative process is over-streamlined, over-sugarcoated as it is. Current events is not a substitute for history. But it might help, in a limited way, to present history in the form of current events. To make it a steady diet hardly seems feasible.

By making the newspaper the agency for transmitting historical data, events of 450 years ago are made to appear as contemporary as this morning's news. The editors quote Allan Nevins to the effect that "No" nation can be patriotic in the best sense . . . without a knowledge of the past." Yet by making the past so contemporary it might possibly cause the reader to lose or to miss the real significance of the past. Columbus discovered America almost 450 years ago, not yesterday. No newspaper carried a story of the event at the time. But if

it is explained to the reader "that all events in each issue are not contemporary," that cartoons in early editions are anachronistic, that a 1495 newspaper is itself anachronistic and that the past is the past after all then *News of the Nation* can be very helpful and stimulating.

The contents of *News of the Nation* are historically accurate, they deal with all categories of history and are probably weighted about as accurately as they could be in terms of headlines and space devoted to the various items. This novel venture in history writing ought to be made available to grade and high school students, perhaps even to college students. It could be used profitably as a teaching device.—Fred E. Brengle, *Professor of History*

Iowa Language Abilities by H. A. Greene (Director, Bureau of Educational Research and Service, University of Iowa; also an author of

Iowa Silent Reading Test) and H. L. Ballenger (formerly of New Mexico Normal University, Las Vegas.) Published by World Book Company, Yonkers-on-Hudson, New York.

Elementary Test for grades 4, 5, 6 (7 optional); contains five subtests measuring spelling, word meaning, language usage, capitalization, and punctuation. Time—48 minutes. *Intermediate Test* for grades 7, 8, 9 (10 optional), contains these five subtests and two additional tests measuring grammatical form recognition and sentence sense. Time—46 minutes. For both tests there are three equivalent forms. Grade equivalents and end-of-year percentile norms for each subtest and for entire test are provided. The tests appear to be detailed and comprehensive. They are easily scored (machine scoring is possible but not necessary.) The teacher should find them a valuable diagnostic aid.

—Marguerite Malm

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DECEMBER, 1948

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"If winter comes . . .

Winter with its ice and snow has arrived on the Campus of Indiana State Teachers College. It is a good time for planning and the administration and faculty are doing just that. It is also a good time for you to give serious thought to your future college work



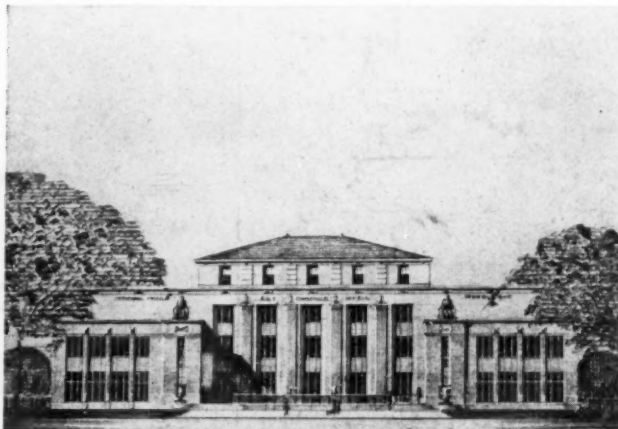
*. . . can Spring be
far behind?"*

Spring will bring green grass, bright sunshine, yellow shrubs, and budding trees. Plans for Spring and Summer work will be completed, and all will be in readiness for your return to campus. Workshops, Seminars, Graduate and Under Graduate offerings will be on the agenda.

WRITE TODAY
to Public Relations



We Extend an Invitation to You to Visit Our Art Gallery as Often as Possible . . .



Indiana State is particularly proud of its Art Gallery which is located on the first floor of the Fine Arts Building, pictured above.

Dates of Exhibits

February 7 through February 21
Ancient Mayan Life

February 6 through February 28
Work of students from John Herron Art Institute

February 13 through February 20
United States National Students' Show (College Students)

March 1 through March 22
Moholy-Nagy Memorial Exhibit from American Federation of Arts. The artist will be the guest of honor on March 6, at the Gallery

April 1 through April 23
Exhibit of original cartoons from the National Society of Cartoonists, New York.

May 1 through May 30
Exhibit of modern textiles from Scalmandre Museum of Textiles, New York.

The gallery is open Monday through Friday from 8 a.m. to 4 p.m.

Indiana State Teachers College
AT TERRE HAUTE

